MAY 7 1928

IN THIS ISSUE: "Organizing the Small School," page 552; "The Grasshopper Habit," page 556.

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BOSTON, MASS.
Vol. CVII, No. 19

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR MAY 7, 1928

EDITORIALS: —
Professional Summer Schools 547
Superintendents at Cleveland 548
McAndrew and Chicago Schools 548
An Interesting Combination 548

EIGHTY-FIVE YEARS OF CORPORAL PUNISHMENT 549
By A. E. Winship

MOTHERS OF MEN (Poem) 550
By Joaquin Miller

BELDING'S PAGE 551

ORGANIZING THE SMALL SCHOOL 552
By Dean W. J. Bankes

THE TEACHER WHO CAN SEE 553
By Addie I. Brock

WHERE IS MOSES? 554
By Dr. Wm. A. McKeever

THE GRASSHOPPER HABIT 556
By A. W. Burr

WHO SHALL GO TO COLLEGE? 558
By H. E. Stone

MOTHER (Poem) 558
By A. Karl Skinner

AN INTERESTING EDUCATIONAL TOUR 559
By Thomas C. Miller

PERSONAL AND PROFESSIONAL 560

SCHOOL PROBLEMS 562

CHARACTER CHATS 563
By Joseph B. Egan
The Thrifty Old Crow 563
Last Words of Famous People 563
What Is Enough? 563
Treasure 564
Callouses 564

MADE STARS (Poem) 564
By Mary Carolyn Davies

EDUCATION IN ACTION 565

TREND OF THE TIMES 567

THE BOOK TABLE 568

GRINS BETWEEN GRINDS 569

WHAT THE PUBLIC WANTS TO KNOW 570

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Professional Summer Schools

TEACHERS in service are being delightfully and refreshingly served by professional Summer Schools.

It is a temptation to speak disrespectfully of the modern demand that teachers of recognized ability and rare personality have academic credits. We have sometimes yielded to that temptation, but that does less credit to those who yield to this temptation than it does to those who insist upon a good teacher who has worshiped himself for half a century, sitting at the feet of some one who knows less about professional oxen, but more about keeping the spark plug clean.

It is not a question of how much a teacher knew day before yesterday, but how much he knows about the yesterday that makes today.

It is entirely natural that a teacher whose success is recognized by himself as well as by his friends should want to study about things that he wants to study about, and he resents the idea that some one, younger and less experienced, should insist that he study something in which he has slight interest for the sake of "earning credits."

It is equally natural that the salesman of credits should hesitate to give credit for what a teacher says he did some years ago, but for which he neglected to get credit.

The professional Summer School is really an institution with miraculous power to provide a new birth professionally for those who have failed to keep heart and lungs, digestion and nervous system in good condition educationally by frequent change of scholastic latitude and altitude.

A professional Summer School gives the teacher in service a valuable social atmosphere and a range of professional acquaintance that is in itself a genuine education, quite different from that which she gets at a social resort.

The professional Summer School is a necessity for the teacher in service and not a luxury.

A teacher in service would consider it an insult if any one should suggest that she wear her hair

in long curls because they were considered a personal attraction in her girlhood. No one would dare to suggest to a woman teacher of fifty that her skirt should be as long as it was when she graduated at the Normal School. She would even resent advice that her hat of 1926 was just as good for her to wear in 1928 as when she selected it two years ago.

It is just as necessary to attend a professional Summer School every year or two as it is for her to have some one who knows what the style of hat or skirt or hairdressing is to be next September keep her in style.

Every teacher is delighted that no one can now distinguish a woman teacher anywhere, out of school, as a teacher. There is no lack of up-to-dateness in anything she wears or does.

It is a little more important that no man can be labeled as a day-before-yesterday schoolmaster than it is that he doesn't wear a Prince Albert coat or a last year's straw hat.

There is at least one state in which a teacher forfeits even a life certificate unless he brings professional credits from a first-class Summer School at least once in three years.

Superintendents at Cleveland

THE Department of Superintendence will meet at Cleveland, February 24-28. All in all there is no better place for the winter meeting. The auditorium is highly satisfactory in every way for the big meeting and for the smaller groups. The exhibit opportunities are highly satisfactory. Hotels are adequate, and are within easy reach of one another and of the auditorium. The train accommodations are admirable.

Yale receives a million dollars from the estate of Chauncey M. Depew. So the good work goes on.

"McAndrew and Chicago Schools"

THE American Review of Reviews for April has the only serious attempt that has been made to explain the "Trial of William McAndrew." The article of 5,000 words, by Howard E. Wilson, an instructor of English in the High School of the University of Chicago, is interesting and instructive as to the facts and the forces in action for the last four years. It is surprising that any one could have said so much and leave so much unsaid. The writer has an uncanny way of knowing what he does not know, and of not saying anything of which he knows nothing.

The misfortune is that the article was written before the famous primary election, in which Chicago, Cook County and Illinois went on record on the political combination which made the farcical trial of William McAndrew possible.

An Interesting Combination

ON APRIL 13 the Kansas State College at Pittsburg, Kansas, celebrated its twenty-fifth anniversary. It was my privilege to have the opening address, and circumstances made it appropriate to refer to the fact that I was descended from a man who came to the Massachusetts Bay Colony nearly three hundred years ago; that I am living in the city to which he came; that our sons and grandsons are graduates of the oldest college in the New World in that city.

The next speaker said that his ancestors came to the Massachusetts Bay Colony nearly three hundred years ago, but declined to stay there, and went to Rhode Island, where he was born and educated, but declined to stay there, and went to Kansas, where there was one county in which Rhode Island would be lost. He is the senior professor and vice-chancellor of the State University.

The third speaker said that his ancestors came to the Massachusetts Bay Colony about the same time, but ultimately one strain went to Maine, where he was born and educated, but he went to the great Northwest. He is ex-president of a college in Minnesota, and brought the greetings of the State University of Nebraska on the twenty-fifth anniversary.

The fourth speaker said that none of his ancestors came to the New World as early as the seventeenth century: that he is an alumnus of the institution whose twenty-fifth anniversary was being celebrated; that he was born in Kansas, and represents in the State Legislature the district in which he was born.

That twenty-five-year-old State College has 5,723 students this year, and has a campus upon which $1,336,000 has been spent. In an unusual experience this was an unprecedented experience.

"The Nation's Schools," Chicago, M. V. O'Shea, editor, has a hearty endorsement of the "Federal Education" Bill from which we quote: "Can anyone doubt that the sporadic and incoordinated efforts that the federal government is now making to promote education would yield far better results if the various agencies could be organized so that they would co-operate instead of working at cross purposes without any regard to the proper function or province of one another?"

Eighty-five Years of Corporal Punishment

By A. E. WINSHIP

ON MARCH 12, 1928, the Board of Education of Cleveland defeated a motion to outlaw corporal punishment in the public schools of that city. Cleveland had a city superintendent of schools as early as 1853 and was among the first cities in the United States to have a superintendent of schools, and it has had more city superintendents of national fame before, after, and during service in Cleveland than has any other city.

From 1867 to 1882 Andrew J. Rickoff, as superintendent of schools of Cleveland, was one of the most famous educators of the country and held that distinction through life.

B. A. Hinsdale had been president of Hiram College with James A. Garfield as an associate on the faculty and after four years he went to a most important professional and administrative service in Michigan.

L. W. Day was among the educational leaders of America while he was superintendent in Cleveland, 1886 to 1892, and for years thereafter.

Dr. Andrew S. Draper came there from the state commissionership of New York, and resigned the superintendency to accept the presidency of the State University of Illinois.

Dr. Lewis H. Jones, superintendent, 1894 to 1902, was recognized as having done phenomenal service for Indianapolis before coming to Cleveland and went from there to the presidency of the State Teachers College of Michigan.

Stratton D. Brooks went from the superintendency of Cleveland to the superintendency in Boston, and afterwards created a great State University in Oklahoma, and has re-created a famous State University in Missouri.

William H. Elson after six years as superintendent in Cleveland has been one of the most successful creators of textbooks in America.

Frank E. Spaulding went to the Cleveland superintendency from Minneapolis, and went from Cleveland to the deanship of education in Yale University, where for the past eight years he has ranked as second to no professional leader in the country.

R. C. Jones has been in the front rank among national educational leaders.

The other two superintendents kept the same high level of the Cleveland schools.

In many other ways Cleveland has demonstrated wonderful creative professional leadership for more than sixty years, so that when she declines to penalize corporal punishment it may be assumed to represent a high level of professional thought.

We have dwelt thus at length on the Cleveland action because of the part opposition to corporal punishment played in the career of Horace Mann in 1843, eighty-five years ago. Horace Mann was clearly the greatest public school leader and champion the New World has known or is likely to know, but his advocacy of penalizing corporal punishment made the last sixteen years of his life a hard road to travel.

From 1826 to 1843 Horace Mann had a series of achievements for humanity such as has been to the credit of no other American whose triumphs were purely civic and social in times of peace.

The first thirty years of Mr. Mann's life had been uneventful so far as public achievement was concerned. They were years in which he was getting ready to do something and be something worthwhile. Had he died at thirty years of age there would have been no interest in anything connected with his experiences.

From thirty to forty-seven years of age he was achieving great things for humanity every year. There is no more inspiring biography of any American, not associated with war times, than that of Horace Mann during those seventeen years.

He had ten years of legislative leadership in Massachusetts, eight in the House of Representatives, and two in the Senate as president of that body.

It was under his inspiring championship that the first institutions in the New World were created to provide for the care of the insane, for the education of the blind, the deaf and the dumb, and for the institutional care of wayward juveniles, all at state expense. He also created the first Public School State Board of Education, and made great personal sacrifice to become its executive secretary.

In the first seven years as executive secretary of the State Board his reports and legislative achievements effected important legislation in many states, in Great Britain and Germany, and he was universally recognized as the world's most heroic leader in education and in the improvement of the conditions of the physical, mental, and behavioristic unfortunates.

But the sixteen remaining years of his life knew neither peace nor prosperity for Mr. Mann. He was forty-seven years of age, was on the crest of a wave of seventeen years of glory, was secretary of the State Board of Education for six years, after which he had a brilliant introduction to Congressional life, had a prospect of a noble candidacy for Governor, and had started a new college at Yellow Springs, but there was neither peace nor prosperity in any personal or professional activity after 1843.

During those years his life was highly exemplary and his writing and speaking continued to be wonderfully brilliant.

There was no slackening of his mental power, he maintained his influence in the Massachusetts Legislature, he held the ardent devoted faith and friendship of men like Josiah Quincy, Charles Sumner, Edward Everett, Henry Wilson, Anson P. Burlingame, Samuel G. Howe, and of men whose influence was intensified during those fatal sixteen years of Horace Mann's life. He was always the idol of Massachusetts abstractly.

What was the cause of the fatal change in his public career? The germ of misfortune develops rapidly when anything occurs in the public career of a great man. There is a germ of disaster as definite as any germ that Pasteur discovered.

The germ in the career of Horace Mann proved to be the way in which he fought the use of corporal punishment in public schools, intermingled incidentally with opposition to the use of the A-B-C method of teaching reading.

In the open the thing that made all the trouble for Horace Mann was his "Seventh Annual Report" of 1843, in which he criticised teaching in Massachusetts, especially in Boston.

His glorious Fifth Annual Report, 1841, made the civilized world believe that his public school triumph had made an educational paradise of Massachusetts, but his Seventh Annual Report, 1843, said the schools represented places for hibernating animals.

He was irritated into the writing of that report by the apparent misfortunes of the Massachusetts Normal Schools, which failure he attributed to the ridicule of the teachers, especially of Boston teachers.

In 1839 a State Normal School was established in Lexington, Massachusetts, and another in Barre. Neither of these was a success. The principalship of the Lexington school was changed twice before 1843, and the school was removed to West Newton. The Barre school principal was changed, as was the location. In 1840 a State Normal School was established at Bridgewater, and the famous principal, Nicholas Tillinghast, insisted it could not be a success on the plan of the three schools.

Mr. Mann used these schools for propaganda against corporal punishment and against the teaching of reading by the A-B-C method. His Seventh Annual Report was a brilliant castigation of Boston teachers and against their use of corporal punishment and the A-B-C method of teaching reading. This Seventh Annual Report produced his disastrous conflict with the thirty-one Boston masters, from which he never recovered.

The orthodox churches made corporal punishment a religious issue. The Bible said: "Spare the rod and spoil the child." To criticise the use of the rod was atheistic. Mr. Mann had never been regarded as really orthodox, and this issue made him definitely a disbeliever in the Bible. It became a fire-brand theologically. The orthodox theologians said the report was undermining the very foundations of hell. If there was no virtue in punishment there was no excuse for hell. Practically the tragedy in Horace Mann's life from 1843 to 1859 was due more or less directly to his crusade against corporal punishment, which utterly failed, and has never recovered even in progressive Cleveland.

Mothers of Men

By JOAQUIN MILLER

The bravest battle that ever was fought!
Shall I tell you where and when?
On the map of the world you will find it not,
'Twas fought by the mothers of men.

Nay, not with cannon or battle shot,
With sword or nobler pen,
Nay, not with eloquent words or thought
From mouths of wonderful men;

But deep in the walled-up woman's heart—
Of woman that would not yield,
But bravely, silently, bore her part—
Lo, there is that battle field!

No marshaling troup, no bivouac song,
No banner to gleam or wave,
But oh! these battles, they last so long—
From babyhood to the grave.

Yet, faithful as a bridge of stars,
She fights in her walled-up town—
Fights on and on in the endless wars,
Then, silent, unseen, goes down.

Oh, ye with banner and battle shot,
And soldiers to shout and praise,
I tell you the kingliest victories fought
Were fought in those silent ways.

Oh, spotless in a world of shame,
With splendid and silent scorn,
Go back to God as white as you came—
The kingliest warrior born!

Belding's Page

DOUBLE PROMOTION

DOWN there in the front seat, over in the fourth seat near the window, and yonder in that back seat, are youngsters who show greater ability than the rest of the class. What shall be done with them? What is fairest to them?

"Jump them to the next class," says one. "No, they would miss some things they need," says another. So the controversy is settled by putting it up to the parents to decide. Do they want Johnny and Jennie to skip a grade? The proposal is highly flattering, of course. Parental pride and a desire to "save time" for the child usually combine to cause acceptance. And double promotion results. In the next grade the child shines dimly for a while; then either catches up or lags permanently behind. No one can tell in advance with certainty which he will do.

Principals and teachers need a great deal more knowledge than they now have of this matter. Aided by this knowledge they should be able to advise parents intelligently.

The method of double promotion by a whole year or a semester, a jump, is decidedly crude, and will always have its drawbacks. The child does miss a good deal that is of value, perhaps much that is essential to the full understanding of subsequent work.

Transitional groups should be formed and specially cared for wherever this is practicable. A class which does the important parts of two years' work in one year would bridge the gap to the child's advantage.

Crude "double promotion" strikes me as a far from perfect solution.

SHAKESPEAREAN PUGILIST

FROM pugilistic prize ring to university lecture platform is quite a climb, or drop, depending upon your way of looking at it. But Gene Tunney made the distance rather neatly when, on April 23, he addressed an augmented Yale class on the subject of William Shakespeare. It was the birthday of the famuos poet, and if he was lingering anywhere within listening distance he must have been rather pleased to hear the good words which the fistic champion had to say about him.

Tunney was attracted to Shakespeare by observing that a fellow marine read his plays with eagerness and derived great pleasure from them. Tunney resolved to see if he, too, couldn't find something of interest in them. You have read the story, no doubt, of how the marine who was later to wrest the laurels from Jack Dempsey read and re-read Shakespeare's "A Winter's Tale" a total of ten times, until its meaning and its meter had been mastered. After that he searched through Shakespeare's works with enjoyment and with the hope of finding messages for himself. In "Troilus and Cressida" he ran upon a philosophy of life which he translates into "Cash in while you can."

Tunney has unquestionably done this. But apparently he has drawn a good deal more from Shakespeare than this one lesson. In fact we are all rather proud to have a heavyweight titleholder who isn't a lightweight intellectually or morally. A certain tenancious spirit evidently enables Tunney to go through with anything he undertakes, whether it be mental or physical. Professor "Billy" Phelps, as Tunney calls him, has done another good job in advertising a love of literature by getting the genial Gene to lecture for him.

ONE-ROOM SCHOOLS

THE one-room school may be out of date and doomed to extinction. But it has not disappeared by any means. A recent survey made by the Bureau of Education indicated that 617,000 teachers are engaged in the rural schools of the nation and that approximately one-half of those teachers are in schools of the one-room type.

In sparsely populated regions the one-room school is still an economic and geographic necessity. The problem is to lift the standards of all these isolated schools to the level of the best among them, which *is quite a high level at that.*

IS "TEACHER" FEMININE?

TAKE courage, men! The women aren't crowding quite so hard as they were to get you out of education. During the five decades prior to 1920 the percentage of male teachers in elementary and high school positions steadily declined. But since 1920 there has been a change. The percentage of male teachers has grown from 14.1 in that year to 16.9 at the latest reckoning. The higher salaries now paid to teachers and the more varied vocational opportunities for women are in part responsible.

Anson W. Belding

Associate Editor.

Organizing the Small School

By DEAN W. J. BANKES
Teachers College, University of Akron

THE platoon plan of school organization has received much attention in the last five years, but chiefly in its application to the larger schools in cities. At present this type of organization is found in all but four of the states in the United States, and is rapidly claiming the attention of school executives in foreign countries. The writer has received inquiries from Japan and the island possessions of the United States.

No type of school organization has claimed so much attention in recent years. It goes without saying that very few, if any, teachers are able to teach all the branches equally well. The modern idea of the curriculum which prepares the pupil for all activities of life, claims the right of each and every pupil to the enriched curriculum with music, art, literature, dramatics, public speaking, physical education, natural science, home and industrial arts added to the older curriculum of arithmetic, reading, writing, history and language. One of the great advantages of the platoon plan is to permit teachers to specialize for teaching only a part of this curriculum, all of which is offered in the platoon school.

The small village and centralized schools have difficulty in offering this enriched curriculum without adding very materially to the cost of maintenance due to special teachers who must be secured under the old plan of school organization. Generally, funds are not so easily obtained in the more rural sections of the country. It is the hope of the writer to suggest in this article means of organizing a school of eight grades so as to give the pupils the modern curriculum without increasing the cost of the school.

The proposed schedule is based on conditions found in a school of eight rooms under the old plan with one grade in each room and a teacher for each room, where art, music, dramatics, public speaking, home and industrial arts must be taught by the teacher in charge or special teachers or supervisors provided. We have, then, eight groups of pupils. Let us suppose that a combination room for auditorium and gymnasium is found in this eight-room building and rooms for manual arts and home economics. Our schedule will take care of the pupils without using one of the regular rooms and so release that room for some other purpose. A new building for the platoon plan would need but seven instead of eight classrooms to care for the same number of pupils.

The platoon organization uses half as many home rooms as groups, one half the pupils being engaged in special activities while the other half are in home rooms. Eight groups will need four home rooms. For special activities we will use the auditorium-gymnasium for both auditorium classes and physical education. Should no combination room be found in the building the classroom left over in the organization may be used by placing movable seats in the morning and removing them in the afternoon. We will use one classroom for a music-art room, one for science, and one for literature. We need four teachers for home rooms and four for special rooms. Teachers must be selected for fitness, e.g., the best music and art teacher in the group of eight teachers should be selected to teach the music and art. All subjects will be taught except the manual and home arts by the eight teachers.

In the home rooms arithmetic, reading, spelling, history and language will be taught. Each homeroom teacher will teach two groups. The homeroom schedules are not presented here. They are easily made for each group.

The making of the special schedule is not so easy. A key plan showing the number of periods per week for each activity is first arranged as follows:—

Group Number	Grade	Science	Literature	Auditorium	Gymnasium	Music	Art	Shop & Home Economics
1	1	5	5	4	5	3	3	
2	2	5	5	4	5	3	3	
3	3	5	5	4	5	3	3	
4	4	5	5	4	5	3	3	
5	5	5	5	4	5	3	3	
6	6	5	5	4	5	3	3	
7	7	5	4	3	3	3	3	4
8	8	5	4	3	3	3	3	4
Totals for Week		40	38	24	30	24	24	8

The special activity schedule is then made following closely the key as shown above. It must be remembered that the first half of the forenoon the even number groups are in the home rooms while the odd number groups are in special activities. At recess the groups change for the last half of the forenoon. The afternoon is managed in the same way. To keep the school day the usual length six half-hour periods are scheduled for the forenoon and four forty-minute periods for the afternoon. This is a suggested schedule

which may be modified to suit the principal. One nice thing about the platoon plan is its flexibility.

SCHEDULE FOR SPECIAL ACTIVITIES

		8:45—9:15	9:15—9:45	9:45—10:15 Recess	10:30—11:00	11:00—11:30	11:30—12:00 Noon	1:00—1:40	1:40—2:20	Recess	2:35—3:15	3:15—3:55
Art and Music	M.	5M	7M	3M	6M	8M	4M		1M			2M
	T.	1M	7A	3A	2M	8A	4A	5A	1A		6A	2A
	W.	5M	7M	3M	6M	8M	4M	5A	1A		6A	2A
	Th.	5A	3A	3M	6A	4A	4M	7A	1M		8A	2M
	F.	5M	7M	3A	6M	8M	4A	7A	1A		8A	2A
Literature	M.	3	1	7	4	2	8	5			6	
	T.	3	1	5	4	2	6	7			8	
	W.	3	1	5	4	2	6					
	Th.	3	1	7	4	2	8	5			6	
	F.	3	1	7	4	2	8	5			6	
Science	M.	7	5	1	8	6	2		3		4	
	T.	7	5	1	8	6	2		3		4	
	W.	7	5	1	8	6	2		3		4	
	Th.	7	5	1	8	6	2		3		4	
	F.	7	5	1	8	6	2		3		4	
Auditorium and Phys. Ed.	M.	1	3	5	2	4	6	1–3	5		2–4	6
	T.	5	3	7	6	4	8	1–3	5–7		2–4	6–8
	W.	1	3	7	2	4	8	1–3	5		2–4	6
	Th.	1	7	5	2	8	6	1–3	5–7		2–4	6–8
	F.	1	3	5	2	4	6	1–3	5–7		2–4	6–8
Manual Arts and Home Economics	M.							7	7		8	8
	T.											
	W.							7	7		8	8
	Th.											
	F.											

Note: Two afternoons—Monday and Wednesday—are given to manual arts and home economics. Two groups take physical education together. M—Music; A—Art. Auditorium classes recite in the forenoon, physical education in the afternoon. The literature teacher and science teacher have free time afternoons for assisting in any other work.

Note: It would be well for anyone interested in this article to read "The Model Platoon School" found in School and Society, Volume XVII, page 581, of Saturday, May 26, 1923, by Dean Bankes. Readers should feel free to write Dean Bankes concerning the Platoon School.

The Teacher Who Can See

By ADDIE I. BROCK

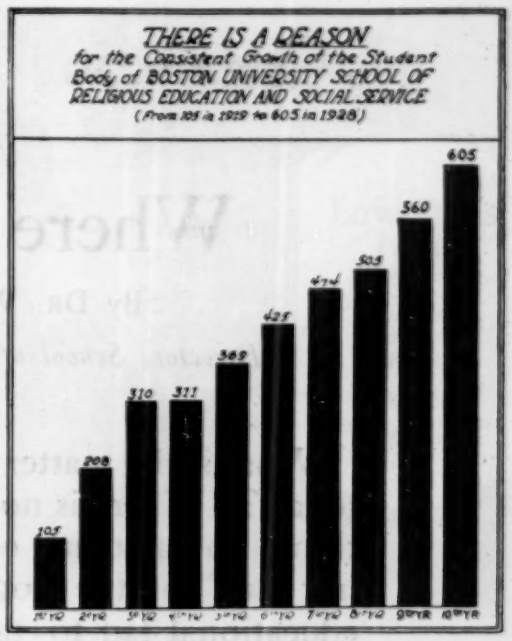
Springfield, Vermont

SOME teachers have poor eyes for discovering the possibilities wrapped up in their pupils. They look at them as mere rows of heads, or an assembly of faces, or as an aggregation of eyes and ears and tongues. How different the teacher who is ever conscious that there is a storm of capabilities raging within the souls before her.

The story is told that on a certain occasion a father said to his son: "Bring me an acorn." As the son came with it the father said: "Break it open and tell me what you see inside."

"I see nothing in it," said the boy. Whereupon the father replied: "You see nothing; I see a mighty oak."

What do you, as a teacher, see in your pupils? A group of acorns or a group of giant oaks? If all your pupils seem the same to you, arouse yourself and begin to watch for their individual characteristics and talents.



Summer Courses begin July 2, 1928.

The next academic year begins September 18, 1928.

For further information address

THE DEAN,

BOSTON UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE

20 Beacon Street, Boston, Mass.

A lady in one of our cities a few years ago had a very costly diamond. She dropped it, but did not miss it. It was swept up with the rubbish and thrown into a pile of trash. A rag-picker coming that way began to dig among the rubbish and departed. Then came a paper-gatherer picking up his bits of paper. In a little while the lady became aware that her diamond was gone. Her search led her to the trash pile, and there she found the lost diamond.

This story reminds us that many teachers get the paper and rags out of the lives of their pupils and miss the diamonds. There are teachers finding things in their pupils to complain of, or to become discouraged about, but never discovering the real abilities and capacities in their pupils.

Some teachers never see the virtue and possibilities in their pupils because they are never looking or searching for them. Others detect the signs of promise, but make little effort to help them realize their possibilities.

Which are you getting out of the lives of your pupils, the paper and rags, or are you discovering the real abilities and capacities?

Most of all the beautiful things in life come by twos and threes, by dozens and hundreds—plenty of roses, stars, sunsets, rainbows, brothers and sisters, aunts and cousins; but only one mother in all the wide world.—Kate Douglas Wiggin.

Where Is Moses?

By Dr. Wm. A. McKeever

Director, School of Psychology, Topeka, Kansas

What is the matter with the course of education today? There is no debate, no campaign for anything, no launching of a new movement, no "burning issue" on the program anywhere — not even an educational fad to take the place of intelligence testing.

"Where there is no vision the people perish." If there is nothing high and appealing to strive for, the masses cease to strive and intellectual and moral decadence sets in. There is no great achievement to the credit of this nation but that its inspiration and motive power came from forensic debate and belligerent press agenting.

What is the next step in education? We cannot stay here. This sleepy pose is intolerable. How would it do to start a movement for a new general statement of the meaning of education, for a clear-cut modern definition of the philosophy of education? Hegel, after him Rosenkranz, after him W. T. Harris — all of the same school of thought — gave us a general conception of our problem. Later, John Dewey gave us a big thrill with his idea of education as participation in human experience. Then, he slipped off into the slough of metaphysics. Here we quit him and went into bondage to a tabloid program of learning — easy to get, easy to forget — with social and amusement dissipation as the apparent goal of instruction. Where is Moses?

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The Grasshopper Habit

By A. W. BURR
Beloit College

WHEN I was a boy, crossing a pasture where grasshoppers were numerous was an interesting experience; a wave of hoppers went before by successive jumps, clear across the field.

The grasshopper way is in all our classrooms. Whole classes become mind hoppers in open-book recitations, English and language studies. The habit begins back in reading classes. While the teacher and Mary are busy with a few lines or a paragraph, the others are giving intensive study on the next "take," and when John begins to recite on that, all but Mary hop to the next "take."

Some time ago I visited a high school class in Caesar. The translation went badly; it was crude and crawling. After a while the gray-haired teacher said: "Won't you talk to the class?" I jumped up and said: "You are not getting half of the value of this Latin. One reason for the study is putting the Latin into good, fluent English. You are doing the opposite. I know how you study your lesson. You crawl through the translation of it once before you come to class. Then when you come here, and while one is reciting, you jump to the next few lines and try to go over them again." The class laughed.

Classes in English are special sinners in this respect. The questions are put in the order of the text, and usually the pupils with the book open can read English. With the large place that English has in our schools today, I venture to assert that half the poor habits of study and the lack of study have come from the teaching of English. Sixty years ago high school and college had no lessons in English literature.

I have sat in hundreds of classrooms and in all parts of the country, and I have always seen the exercises in elementary language studies translated in their numerical order, and in English the questions followed the order of the text. It is a double loss, poor preparation or none, and inattention to the instruction of the teacher. Yet I never saw a teacher that did not seem oblivious to what the pupils were doing except possibly some reprimand for inattention if caught off guard. It is worse than the individual lesson hearing before the class system, before Comenius; for then each one had to recite all the lesson given. If young minds were not so quick, could be studying a "take" and have an ear open to catch a little of what teacher and Mary are doing, the class system would break down today. As it is, more than one in most large classes boast that they never look at the lesson except in class.

A class means that all should be doing the same thing at the same time, one orally, and the others silently following, unless some are otherwise directed. No class teaching can be successful without that goal. Too many of our teachers, I fear, are not aware that there is such a goal.

BREAKING THE HOPPER HABIT

How shall we break up, prevent this hopping forward habit in our classes? In all exercises of numbered parts, cease following the numerical order. Try it on some day without warning and see what will happen. The next day the lesson will go differently.

If the work is in translation, change from calling on Henry to pronounce a few lines, then to translate them, then to answer questions—the traditional way—to having the parts taken by two or three sometimes in one order, sometimes in another. Better still have one or several pronounce a paragraph; have one or more translate it; and question others on it. On the next paragraph, or the next day, change the order of the parts. Pronouncing first never helps in translating; the pronunciation takes all of the mind's effort, if done well, and certainly, if done poorly. Pronounciation is done better, can be more than the calling of words, if done after the translation, or on the review lesson. If the part covers more than a few lines, it will be evident whether or not pronunciation is a part of the preparation of the lesson, something almost never done by the pupil now.

Sometimes omit a part, sometimes a whole paragraph. Going over a lesson in detail is like spending the same time in study and in class on the words of the spelling lesson that one would never misspell.

THE HABIT IN ENGLISH CLASSES

What may be done with classes in English? If the lesson is one of exercises with numbered parts, do not follow the numerical order always. Sometimes omit parts where they are not worth taking class time for.

If the lesson is a reading text which the class were to study, it is not necessary or even helpful to follow the order of the text. It would be so broken for recitation parts, that the grasp of it as a whole would be lost, and the hopping ahead practice will bring the loss of both connection and instruction.

A WISER WAY

A wiser way is for the teacher, having fixed in his preparation upon the points to be stressed, to take those points up in any order and at any time of the hour as may seem best. The sense of a piece of literature as a whole, the connection of its parts, must be gotten in the study of it. The procedure of the classroom cannot give that, unless the class time be given to getting that, as sometimes it may be well to do. If the piece has been studied,

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any point or part taken up in any order will have its mental connotation, its relation to the whole. To do so assumes that the lesson has been studied, *requires it.*

The matter with the teaching of English is that the careful keeping to the order of the text, the same attention to parts, important and unimportant, imply that the teacher is finding if the class have studied their lesson, and they do not, many of them, until they come to class. Try a quizz some day, oral or written, signed or unsigned, on "What Did You Do in Preparing This Lesson?"

Classes in English, more possibly than any other, need inquiry into their ways of study. What to do is so indefinite, that the usual way with the pupil is to read the lesson over once, and trust to the moment and luck to be able to satisfy the teacher. If there is no time for the reading, the moment and luck will do. If the student can reckon on his turn, as often the teacher's order of calling permits, he can get more time on his coming part than careful preparation would have given him.

KEEPING A CLASS ALERT

A class in any study can be kept alert, attentive in oral recitation, by sometimes asking another, after one has recited: "Do you agree with that?" or "How would you give that?" If the two differ, then ask half a dozen which statement is correct. If the first one was right, usually the second one will change it, until he learns that he must know that he knows with that teacher.

So strong does the habit of hopping become that it enters into closed-book recitations. I have sat in history classes where many of the class had their books open reading ahead as the teacher put her questions. The teacher at her desk seemed unconscious of it. Is the "contract method," writing answers from a book for a grade, an admission that pupils will do this in oral recitations and they would better make the effort of copying the answers?

The class recitation goes or fails by the mechanics of its personal forces, the teacher and the pupil; but what the pupils do and how they do their part are determined by what the teacher does or does not do. When the teacher is remiss the class will have their own action ready. The direction of the active minds of youth requires alertness to do what they do, a plan of procedure, invention. More summer courses in subject will not give it, nor more scholastic degrees. A research study in the ways of youngsters, becoming wise in them, is *the "method"* most needed in classrooms. The preparation for teaching a lesson is not merely knowing more about it, but asking "What will I do with what the class will know about it and with what I know about it?" With any plan the teacher's daily

query will be "*If I do this, what will they do?*"

Lack of study and preparation, jumping study in class, knowing little of what teacher and mates do and say, are conditions that somehow teachers, principals and inspectors are too often blind to. They are conditions that are a fearful waste of public money, and worse, of the effort and future of our children.

Who Shall Go to College?

By H. E. STONE
Dean of Men, West Virginia University

"MANY a boy has become a mediocre engineer and grown discontented with the profession, who might have been a good lawyer or business man," says John Hays Hammond, former president of the American Institute of Mining Engineering.

It is also true that many a youth has failed in business because of the lack of the scientific training necessary for success in present-day "business engineering" with its graphs, business barometers, business cycles, and its underlying sciences of advertising, selling, financing, purchasing, handling credits, and personnel administration.

Lawyers tell us that theirs is a profession that demands not only patience, persistence, and careful attention to detail, but also the ability to do close analytical reasoning. They say that it requires a critical habit of mind that will weigh evidence and avoid hasty conclusions.

Anyone who will take the trouble to analyze the requirements of the Association of American Medical Colleges will not conclude that the path of the prospective physician is such as to invite mediocre ability.

The fact is that in all lines, whether it be in commerce, education, law, journalism, medicine or what not, only the intelligent are likely to survive and only the most intelligent will reach the high places. Many are by nature doomed to mediocrity in every occupation.

There is no danger that too many will enter higher institutions. Our great universities now teach everything from baking to beekeeping, and from horticulture to housekeeping. There is a distinct danger that men and women of too little native intelligence will seek to enter such professions as pharmacy, dentistry, and medicine where human lives may in consequence be jeopardized.

In view of the recent discussions concerning *who should go to college* is it not fitting to ask how much our great universities are doing to test the abilities, aptitudes and capacities of the incoming hordes whose failure or success in many cases will depend upon the amount of intelligence and the degree of specific aptitude they bring to the tasks they choose to follow? True it is that not all who enter will master higher mathematics, revel joyfully in the remote, become linguists, succeed in battles of business, or in problems of engineering. Are we therefore justified in refusing to offer them something?

The hire and fire policy in business is passing. Is it not about time for more educational, occupational and personal adjustment service in our great universities? And are not publicly endowed as well as tax supported higher educational institutions morally bound to see that this readjustment shall extend even to the readjustment of courses so that studies of all types shall be offered to the end that in every higher school there shall be something of some value for every normal secondary school graduate who cares to enter and receive further instruction?

Mother

By A. KARL SKINNER

How often, gazing westward
  Toward the lingering light of day,
She watched the sunset pageant,
  And her thoughts were far away.

I never dared to ask her
  Of the record on that page,
When her ranging thoughts trooped homeward
  From such twilight pilgrimage;

But she seemed to read the promise
  In that glory-laden sky,
Of a lovely, longed-for country,
  Just beyond, and bye and bye.

From our familiar earth-home,
  Of changing day and night,
One morning with the sunrise
  Her spirit took its flight.

I trust that e'er the sunset
  Spread its splendor in the west,
Her journey was accomplished
  To that sky-girt isle of rest.

I trust God keeps the promise
  Which her twilight fancy prized,
And that now beyond all measure
  Her dreams are realized.

I trust earth-ties are cherished
  On some wonder-haunted shore,
Where the glory aye abideth,
  And the twilight fades no more.

An Interesting Educational Tour

By THOMAS C. MILLER
Fairmont, West Virginia

IT WILL be recalled by the older members of the National Education Association that Hon. Robert C. Ogden, of New York, at one time associated with John Wanamaker in business, became very much interested in the cause of education in the South, and that he served for several years as president of the Southern Education Association, which held meetings in different parts of the Southern states. So great was his interest in this work, which led to an educational awakening all over the South, that he personally bore all the expenses of the meetings, some of which ran into the thousands. In order to broaden the vision of the recognized leaders in this service, in 1908 he planned a visit to some of the educational centres of the North, and invited the state superintendents of education in the South to accompany him on a tour of observation.

Assembling in New York City, a group of fifteen men entered upon a ten-day tour of visitation, which proved to be not only very enjoyable but helpful and inspiring in a high degree. On the first evening together Mr. Ogden invited a number of his friends in the city to meet the visitors at a dinner, and Walter Hines Page of North Carolina made an admirable address commending the good work being done, and congratulating Mr. Ogden upon his splendid service in the cause of education. Of course we visited Columbia University, where we had lunch with the president, Nicholas Murray Butler, and where also Dr. James E. Russell showed us some of the great things that were being done at Teachers College and at the Horace Mann School. We also visited some of the other departments, and spent some time in the great library.

At the Brooklyn Training School we saw fifteen hundred young ladies at chapel and seventeen young men. At that time the teaching profession was not so inviting to young men as it is today. At Angelo Patri's school, ninety-five per cent. of whose pupils were foreign-born or of foreign parentage, we witnessed a fire-alarm drill in which 4,200 children got out of the building in less than two minutes. We were cordially greeted at the offices of the Board of Education by Superintendent W. H. Maxwell, who explained in detail the systematic arrangement of records and reports necessary to keep the vast school machinery of the city in working order. Other schools were also visited as well as the libraries, museums and art galleries, and the three days in the great metropolis were spent most pleasantly and profitably.

Going on to Boston we visited Harvard University and were entertained at luncheon in Mem-

(Continued on page 561)

The Century Education Series

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By
C. W. ODELL, Ph. D.
Assistant Director of the Bureau af Educational Research at the University of Illinois

Although this book will fill a definite place in the courses in institutions engaged in training students to enter the field of teaching, it has been designed to be of special value to teachers actually in service. Its purpose is to consider both the traditional and the new-type examinations, to point out the merits and the limitations of each, to suggest how each may be constructed and used to attain the best results and to treat adequately the troublesome problem of marking papers. The book is particularly commendable for its clear-cut explanations and constructive criticism.

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Personal and Professional

ADELAIDE V. FINCH, principal of the Lewiston, Maine, Teacher Training School, had an extended account of the Boston meeting of the Department of Superintendence, which was one of most interesting professional presentations of the meeting that we have seen from any pen. Miss Finch has been one of the most sanely progressive professional leaders of teacher-training specialists in the country, and she has never overdone the progressive features, and has never failed to give her teachers a real vision of their mission.

CURTIS W. REESE, elected to the presidency of Lombard College, Galesburg, Illinois, in its reorganization as a Unitarian College, has been the secretary of the Western Unitarian Conference, Chicago, since 1919. Is a member of the board of directors, Abraham Lincoln Centre of Chicago. Lombard College was founded by the Universalist Churches, and will hereafter be identified with the Unitarian denomination.

GEORGE H. SANBERG, superintendent, Rochester, Minnesota, issues highly valuable bulletins to his teachers. The following is a sample of these monthly messages: "Safety Education—Every six minutes someone is killed by accident. One death in every fifteen is caused by accident. 90,000 fatal accidents occur in the United States annually, or 240 daily. 23,000 were killed last year by motor vehicle accidents in the United States. We are now arriving at the time of the year when the attention of the children should be called to the need for exercising care in preventing accidents. All modern living conditions demand an adjustment of our habits, but particularly is this true in regard to getting from place to place because of hazards to be overcome due to the rapid means of transportation. There needs to be a community-wide program put on so that a plan will be evolved which will co-ordinate the efforts of all local organizations so that the results will be effective. The schools stand ready to do their part. It is our business to teach boys and girls the proper attitude toward the prevention of accidents, and through the children reach the parents."

PRESTON W. SEARCH, Carmel-by-the-Sea, California, one of the eminent leaders in progressive education, especially in what has been known as "individual instruction," in important positions such as Pueblo, Los Angeles, and Holyoke, had a delightful experience on April 10, when his California friends celebrated his seventy-fifth anniversary at Santa Barbara, at the residence of Mrs. W. J. Sanders. There were greetings from the many places where he had functioned professionally.

DANIEL O. S. LOWELL, who died at his home in Malden, Mass., recently, retired headmaster of the Roxbury Latin School, Boston, at the age of seventy-six was one of the ablest and best known high school men in the East. When he retired in 1921 he had been in the Roxbury High School for thirty-seven years. He was an alumnus of Bowdoin College, which honored him with the degree of Doctor of Literature. We recently called attention to the fact that Frank A. Munsey was a staunch friend of Dr. Lowell.

HENRY T. MOORE, president of Skidmore College, Saratoga Springs, has been elected Dean of the School of Education of the University of Michigan. Dr. Moore attracted attention to his stabilized sanity as professor of education in Dartmouth College, from which position he was selected to succeed Dr. Charles H. Keyes as president of Skidmore College.

When President Clarence C. Little looked the field over for a leader of the School of Education at Ann Arbor he at once selected Dr. Moore of Skidmore, but the offer was not sufficiently tempting, but President Little is not accustomed to hear a "No, thank you." We have no inside information as to the interview, but we do know that since that negative Dr. Moore has accepted Dr. Little's invitation, and will go to Ann Arbor.

Miss RUTH M. PHILLIPS is in the Lowell School, Madison, Wisconsin, which we neglected to say in the issue of April 9.

T. J. COATES, who had been president of the Kentucky State Normal School and State Teachers College at Richmond for several years, died recently after eminently important service to the state, first in the State Department of Education, and then as president of the Eastern Kentucky Professional Institution. He was a regular and active attendant upon the meetings of the National Education Association, summer and winter, upon the annual meetings of the Teacher Training Institutions, and upon the meetings of the Southern Educational Association. No man in the South was better known or more highly regarded in educational councils than was he.

HARRY CLARK, dean of School of Education, Furman University, Greenville, South Carolina, who has been elected president of the Department of Education of the South Carolina State Teachers Association, is one of the eminently sane educational leaders of the South, and one of the ablest speakers on the educational platform in the country. He is professionally informing and entertainingly inspirational.

An Interesting Educational Tour

(Continued from page 559)

orial Hall, where Dr. Charles W. Eliot presided and gave a cordial welcome. In Sanders' Theatre we heard a fine lecture from one of the professors, and later we spent some time in the Agassiz Museum. The very courteous reception given the party by State School Commissioner George H. Martin at his department is not forgotten. We looked in on a number of the city schools, being kindly shown around by Dr. Stratton D. Brooks, then serving as superintendent of the Boston schools. A fine dinner at the suburban home of Hon. J. J. Storrow, president of the Boston School Board at that time, was particularly interesting, as we had the presence of a prominent Chinese editor from Hong Kong, who told of conditions in China. Lexington and Concord were interesting to the schoolmen, as the trip gave them a more definite picture of old New England. The graves of Emerson, Hawthorne, Thoreau, the Alcotts, and others in Sleep Hollow Cemetery naturally claimed attention, as did also the homes of the prominent characters who had lived in that section. It seems that Dr. A. E. Winship was absent from the city at the time of this visit to the "Hub."

Our stay at Albany was short, but we went to the Department of Education, then in the Capitol, and received a cordial welcome from Dr. Andrew S. Draper, who had returned to his former position after the great work he had accomplished at the University of Illinois.

The return to New York down the Hudson on a beautiful autumnal day brought the tour to a close, but each member went back to his home state with many new ideas and an enlarged vision of the possibilities to be reached through educational development.

While the trip was delightful in every respect to the entire group, it was particularly helpful to the writer on account of the personal interviews with Superintendent Maxwell, Commissioner Martin, and Dr. Draper. He was then engaged in improving a system of uniform examinations for teachers in West Virginia, and the courteous attention and valuable suggestions of these three great educators were most helpful in his after work, and today he would pay tribute to the memory of those departed leaders.

At all the places visited words of welcome were received and different members of the party responded, but Superintendent Joyner and Dr. Claxton were the principal speakers. The mutations of time are plainly shown, even in a period of two decades, when the fact is recorded that more than half the men who were on this educational tour have passed away. "The workman dies, but his work lives on."

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Triumphal March from Aida (Verdi) 35780
Pomp and Circumstance (Elgar) 6648, 9016
Wedding March from Lohengrin (Wagner) 20036
Wedding March from Midsummer Night's Dream (Mendelssohn) 6678
Funeral March (Beethoven) 35800
March of the Little Lead Soldiers (Pierné) 19730
Waltz of the Flowers (Tschaikowsky) 6617

The Educational Department

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School Problems

Edited by a School Executive

120. Here is a problem that has been troubling me for some time. I would be glad to have you include it, with answer, in your "School Problem" division of the magazine.

Mary is mentally deficient, but she applies herself well. Harry has a superior mental equipment. I give them both the same examination. Mary does her best and gets 65. Harry, without much effort, gets 90. This has been true all through, say, eight years of school life. Mary evidently used 65 per cent. of her 70 per cent. ability, whereas Harry used 90 per cent. of his 100 per cent. ability. Mary deserves more than Harry on this examination, but she never gets it, or her mark, which is interpreted as failing, has been held up before her and her associates for a long time. How can I change this, avoid developing an "inferior complex" in Mary, and do justice to both pupils in marks? (New York.)

	Mary	Harry
I. Q.	Low (70).	High (100)
Effort.	High.	Low.
Exam.	65.	90.

You say: "Mary deserves more than Harry on this examination." I think that statement needs qualifying. I am inclined to think that some way of marking effort is needed. Then why should Mary and Harry be taking the same work with such widely differing I. Q.'s? Are you adapting your curriculum and methods to meet Mary's needs? Why is Harry loafing on the job? Why isn't he being inspired to work up to the limit of his capacity? These are problems for the teachers who come in contact with these two pupils to work out.

It goes back to the principle of part individual and part class procedure. Mary might be given opportunity to do special work in lines in which she can succeed and thus raise her standard. She needs special study and adjustment by the teachers. This can be done without hurting her pride; without her knowing it all the time; certainly without the other members of the class knowing it. A "mental deficient and a superior mental equipment" can never take the same examination and be rated fairly on the same basis. The purpose of the school is meeting the needs of the child, and that is not meeting them.

Supervised study, helping teacher, special assignments, individual projects, "the job sheet," careful and small grouping, minimum and maximum requirements, credit for outside work; all are ideas successfully used in helping children of this kind.

121. Should we have organized play in the yard at recess? (Ohio.)

Yes, at least part of the time. It may be under the direction of the teacher, or, better still, under a pupil leader. The kind of games and details may be settled before the children come on to the school grounds. Organized play makes sure of everybody getting in. It does away with the fellows who lean up against the side of the building, and don't know how to play. They are the ones who start the fight, for the simple reason that that is about all they know how to do. On the other hand, children should have some time for free play. I know the argument, that they have plenty of free play at home, but with children at school of their own age, with whom they work, the opportunity to develop initiative and creative power is much greater, and they love it. That doesn't mean they don't need to be supervised. They need much organized play at recess and some free play.

122. How gradually should the reading system in a small city be changed? (Mass.)

In many places they try out two or three new systems for two years before making a change. This gives an opportunity for study and comparison. It is necessary to carry a system through the second year in order to judge fairly as to results.

Unless your present reading system is very poor it might be a wise plan to let your teachers take on the new reading as they want. There are always some who make the change more successfully if allowed time to get used to the idea. If, on the other hand, you have an old system that needs to be hurried out, take two or three years for experiment and study and then adopt a new one straight through your first grades. Be sure to let your teachers in on the decision. It pays big dividends.

123. Should we lengthen the elementary school day beyond five hours? (North Dakota.)

With present equipment in most places it is not wise. Few school plants have the play space indoors and out, with teachers and attendants of the right training, to take on a longer day.

Where the platoon plan is used a six-hour day may be feasible, and in certain crowded locations schools with play, rest, and lunching arrangements may be a great benefit to children, but these situations are at present the exception. To take the common school system and put the elementary department just as it is or with minor changes on a longer day would be a mistake.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Thrifty Old Crow

Not long ago I gave my little dog a bone with quite a lot of meat on it. For some reason or other he left the bone and came into the house. A few moments later I hear a crow call loudly just below the window. I am very much interested in crows, so I looked out. One of the big, black fellows had found the bone and was telling the whole world about it. From the noise he made I expected to see the whole crow tribe called together in no time. Instead of that each new crow that flew over the scene merely dipped down close to the earth and went on again. What I thought was a call for others to share in his good fortune was the crow's way of telling all other crows to go along about their business. As I stood thinking over the matter I saw the old crow pick off a big chunk of meat, lift up his head and look cautiously all around. When he was sure no one saw him he walked slowly away into the deeper grass, found a spot that suited him, dug a hole in the earth, buried the piece of meat and then to my surprise tucked over it a nice big brown oak leaf. I suppose the leaf was a sort of wrapper to keep the loose earth from the choice bit it contained, for, a second later, the crow filled up the hole with earth and bits of grass and finally tidied the place up so as to remove all signs of hidden treasure. This little task was repeated several times until the crow had buried all the meat that he could pull from the bone. I have seen squirrels bury nuts and have watched dogs eagerly lay away bones for future rainy days, but that was the first time I had ever seen a member of the crow family show forth the same qualities of thrift. I hope the old crow profits by foresight. I feel sure he will because all thrifty beings, whether bees or ants or birds or animals or men, have a much better chance to escape those sad hardships of life that overtake the careless ones. The reason is simple. It takes brains to understand the need of thrift and to figure out ways of bringing it about.

Last Words of Famous People

CECIL RHODES

Cecil Rhodes, who has been called the Colossus of South Africa, on account of the tremendous work that he did there in developing the diamond and gold mining industries, was born in England of poor parents. He was the youngest of nine children and was a victim of ill health from his earliest youth. In the hope that a change of scene might do him good, he was sent to South Africa, where his oldest brother ran a cotton plantation. Thus we see his physical handicap landing him upon the scene where he was to achieve immortal fame. A year after Rhodes reached Africa, diamonds were found in the blue clays of Kimberley. The imaginative soul of Cecil Rhodes took fire at the thought of finding diamonds. With feverish haste he bought a team of oxen, threw into the crude cart a few supplies and some Greek textbooks and started forth on a journey of three hundred miles across an almost unbroken wilderness. When Rhodes reached the diamond pipes, the blue clay funnels where diamonds are hidden, he found the place stricken with fever. Nobody had any time or place for the weak-looking youth who staggered into the settlement behind his broken-down oxen. Without money or health, living in the very poorest condition, Cecil Rhodes set himself the task of doing more than mining diamonds,—he began the much more important and difficult task of building up a noble and creative character. When other men were drinking and gambling after work was done, he spent his time studying Greek. In less than a year his ability was recognized by the rough people around him and be began to bring the various mining interests together in agreements that later resulted in the formation of the greatest business combine the world had ever seen. Cecil Rhodes made possible the federation of South African states, and when he died at the early age of forty-nine he was linking Cape Colony with Cairo by steel rails. John Hays Hammond, his old friend, says of him: "He thought in continents—always his mind was running the range of empires." When we consider the vast work that this man did in so few years, the ill health that hampered him, the wilderness out of which he moulded empires, we can only marvel at the greatness of the soul who could look back upon it all as nothing, and in departing to another sphere of usefulness exclaim:

"So little done—so much to do."

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What is Enough?

A great and wise king once called his sages before his throne and said to them: "Come, answer me this question. What is enough?" "Sire," said the first and oldest sage, "the substance of your question has been a matter into which I have delved deeply many years, for it concerns the happiness of man in a very special way. To my mind the following is required by every man who truly can be said to have enough:—

"Enough health to enable him to enjoy the good things of life.

"Enough clothes to set him off as being well-dressed among well-dressed people.

"Enough success to lift up his head with becoming pride.

"Enough wealth to free him from the worries of this life."

The king nodded and the second sage stepped forth. "Sire," said he, "I, too, have studied this problem. I feel very strongly that the following is required by him who can truly be said to have enough:—

"Enough friends who are really friends with whom to while away the heavy hours,

"Enough laughter to keep the brow free from wrinkles of deep care,

"Enough joy to make a man glad that he has had the privilege of living, and

"Enough contentment to make him satisfied with whatever happens to be his lot."

The king nodded again and the third sage stepped forth. "Sire," said he, "not less than these have I studied this matter. My solution is very simple indeed. To be really content a man must have the following, but need have nothing else:—

"Enough work,

"Enough strength, and

"Enough reward."

The king smiled and the fourth sage stepped forth. "Sire," said he, "I am afraid I cannot answer as wisely as these three, but from my heart I say this: As we attach greater importance to the everlasting treasure of the spirit we attach less and less importance to the passing treasure of this world.

"I ask, therefore, only this:—

"Enough of time to let me live nobly for my brother,

"Enough of gold to let me smooth out the wrinkles in my brother's careworn brow,

"Enough food to let me satisfy my brother's hunger, for in feeding him I shall feed my better self,

"Enough clothes to stand between my brother's shivering body and the cold, for in clothing him I shall clothe my better self."

When the fourth sage had finished the king smiled and said:—

"Worthy sage, you have set a high ideal for us all. There is none of us can really prosper, in our souls I mean, if our brothers are left destitute."

Treasure

The hermit gazed at Ben Izzar with searching eyes. "So you came all these long miles looking for gold! Tell me, my son, have you not passed treasure on your way?" "By my beard, no!" exclaimed Ben Izzar. "Ever have I kept my eyes open for it. I have scanned every rock, and every hollow have I explored. I have gone down into the tombs of the dead and traded shrewdly among the living, but ever has this thing, fortune, escaped me." The hermit nodded his white head. "There was a poor man sitting in the hot sun near Cairo. He could have told you of the presence of great wealth." "A likely tale," said Ben Izzar. "Who is the man who begs and yet tells others of secret riches?" The hermit sighed. "Had you but stretched forth your hand the man would have bestowed upon you a treasure greater than you have ever seen. But there was also a sick woman lying in the shade of a palm near the pool of the living waters. She, my friend, has about her pearls of great price which should have been yours had you stooped down and cared for her dying hours." "I remember her well," said Ben Izzar. "She was in rags and afflicted with a strange disease. At peril of my life would I have touched her. As for pearls of great price, you are an old fool and know little, for had not the robbers visited her and beaten her before I came?" The hermit regarded Ben Izzar with cold eyes. "Just outside the walls of the sacred city of Mecca there was a maiden fleeing from a wicked man who wished to sell her into slavery. She, too, bore in the hem of her garments precious rubies which would have served as ransom for a king. Had you but stretched your staff over her and saved her, all these would she have given you." Ben Izzar laughed again. "Now I know you are a fool, for the maiden came of the lowest tribe and had no jewels, not even earrings in her ears. As it happens I caught her for him who owned her and received from him a golden coin." "And then," said the hermit, "there was a slave sweating in a cotton field beside the Nile. He came from your own village, too, so had a claim on you. For forty golden coins you could have set him free and returned him to the ones who love him and weep after him. You did not know that he, too, possessed a treasure of great value which he but waited to bestow upon you." "Farewell," cried Ben Izzar, "I waste time talking to you. When you say that Ben Idhem, sold into slavery for his debts, had in his care a great treasure, then I know you are a mad man and not one to be listened to." "Farewell," said the hermit. "I see your journey stretching out before you like an open road. I say, unto you, look for your treasure in the least likely spots. Among the poor is it richest, among the weary it is rarest, among those who weep is it of the brightest lustre." Ben Izzar laughed and went his way and the hermit looked after him. "There goes Ben Izzar, the spirit," said he, "the living soul that has come forth from God searching and searching for hard, glittering stones and cold unfeeling gold. I say after him, the wealth of the spirit is not in such things, nor is it hard to find, since the Eternal Master wishes all of us to wax rich and powerful in the good things of His kingdom. Behold the Master has not hidden the real gold nor shut up the pearls of great price in the shells that line the bottom of the eternal sea; rather has he set the gold shining in the human hills and called attention to it by the tears and sins of suffering souls and the pearls He has scattered with a lavish hand wherever a good deed is waiting to be done."

Callouses

Not long ago a teacher who really loves children brought a little boy to the office. "I don't know what to do with him," she said. "Just look at his hands!" The little fellow had his hands behind his back. I could see that he did not want me to look at his hands, so I said: "It is all right Miss So-and-So. I've been wanting to see James for some time. I shall send him back to you in a few moments." The teacher went off to her room, leaving James and me alone. "Now, James," I said, "let me see your right hand." The boy slowly brought his hand from behind his back. I took it in mine. It was, indeed, a very dirty little hand. It looked as though it had never been washed, but as I held it, the tips of my fingers came against the boy's palm. I felt something hard there. A light began to dawn on me. I turned the hand over. As I expected, there were four large calloused places at the ends of the four fingers and the inside of the thumb was as hard as a horn. "James," I said, "you work pretty hard with this hand, don't you." James hung his head. "These four calloused spots tell me all about it," I went on. "They are like four badges of honor. Just how did you get them?" "Chopping wood," was the answer. "Every night and noon and morning?" I asked. James nodded, then said: "My mother can't afford to buy coal, so I get the wood down in the market when they throw it away." "James," I said, "instead of scolding you for these dirty backs of hands, I am going to praise you for the callouses on the front of them. Now, because Miss So-and-So is so nice and clean herself, and likes to have only clean hands about her, I'll tell you what let's do. I would like to have a boy like you use my private wash stand every morning before school. I'll put a nice new bar of soap in there that will belong only to you. What do you say?" James smiled and said nothing, but after he had gone back to his room I couldn't get those dirty little hands out of my mind. Somehow, I saw them, holding a hatchet and struggling with boards and bleeding from splinters and hurting from water blisters, but working—working all the time to keep the fires going that meant food and comfort for a home.

Made Stars

By Mary Carolyn Davies

If there isn't any star within your sky,
Pretend it's there!
Why, a make-believe one, swinging white and high,
Is just as fair!
If you put it where you'll see it every night,
Just where the sky's particularly bright,
Your star is sure to guide your steps aright.

If there isn't any sunshine in your day,
Why, put some in!
If you've never tried to make your sun that way,
Oh, do begin!
This sunshine-making's hard, but you won't mind.
Keep on; and when it's done you're apt to find
The home-made brand's the very nicest kind!

—Selected.

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EDUCATION IN ACTION

English Women Teachers Find No Time for Fads

"We have no time for fads," recently declared Mrs. T. Tidswell, president of the Women Teachers' Association of Great Britain, "and we stick to the established courses. We teachers in England believe it to be our duty to restrict our efforts to teaching knowledge of future value, and to show youngsters how to think straight from proved basic facts. All this new-thought twaddle fails to interest us at all. Progress, yes—as far at it is true progress, finds its way into our schools. But we cling tenaciously to standards in literature; to established speech, written and oral, and shall continue to do so. The old ethics prevail, too; we try to make our boys manly and our girls womanly, and the prescribed religion in the schools is a wise matter of the law. Our duties are not taken lightly and in order to make the best from the human material sent to us, we must first command the respect of the children by meriting it."

Yale-Harvard Brain Contests

Mrs. William Lowell Putnam, sister-in-law of Dr. A. Lawrence Lowell, president of Harvard, has established a trust of $125,000 in memory of her husband, William Lowell Putnam, from the income of which some $5,000 a year is to be used for prizes and other expenses in connection with raising scholarship at Harvard through team work, competition and the stimulus which comes from working for the glory of one's alma mater. In accordance with this plan a competitive examination will be held with Yale this year, the subject selected being English literature. The examinations will be given simultaneously in New Haven and Cambridge between ten seniors in each college, the men to be selected by the English departments in the respective colleges.

Wants Education Freed of Shackles

The crucial issue in education today is whether schools and teachers are to be free to deal with their problems and questions with a bit of the wonderful intelligence which they are supposed to possess, and which they are forever recommending to their students, recently asserted Joseph K. Hart, professor of education at the University of Wisconsin. Democracy implies in education an adventure of the type permitted to scientists, who admit no bounds to their investigations and who follow the lead of their imaginations to the horizon and beyond, he said.

Wisconsin Superintendents Frown on Competitions

State and national competition of all kinds between public schools has been condemned by the Wisconsin City School Superintendents' Association. In a resolution adopted at its recent conference in Milwaukee, the association objected to such competition on the grounds that it places a financial burden upon schools, disturbs the school program and does not determine true championships.

Methods of Arranging School Budget Shown

Aids in the making of school budgets are available in statistics of city school systems, just issued by the Bureau of Education. It is known as "Bulletin 1927. No. 32 Statistics of City School Systems, 1925-26." Superintendents of city schools and boards of education, in the preparation of their annual budgets, an announcement from the Bureau states, will welcome data that they can use in comparing expenditures in their school systems with those of other school systems. A city school budget is usually apportioned to expenditures devoted to general control, instruction, maintenance of the school plant, operation of the school plant, supplies, fixed charges, auxiliary agencies, and capital outlays. The cost per pupil for each of these eight items is shown in this bulletin, as well as statistics showing the number of pupils enrolled in kindergartens; elementary grades; high schools including junior departments, vocational schools, normal schools and colleges under the direction of local school boards; special schools, or schools for the blind, deaf, crippled and tubercular, and evening and Americanization classes; number of pupils in average daily attendance; number and value of school buildings, value of grounds and contents of buildings; receipts, as well as the sources from which they are obtained; expenditures, under the eight principal headings for expenditures; and the amount of bonds and payments toward outstanding indebtedness.

Plan Spelling Bee For All Schools

Dr. Jeremiah E. Burke, superintendent of the Boston public schools, has announced a special spelling test to be conducted by the Boston teachers of grades two to eight inclusive. Charles M. Lamprey, of Martin's School, is in charge of the spelling contest. Envelopes have been sent out to the principals of the different schools with pamphlets and data to be handed to the teachers in charge of the different grades. The idea is to find out just what words are the hard ones to spell in each grade, get a survey of the needs of each child, and procure information on word spelling in all grades of the city of Boston. The report sheet calls for the listing of the twenty hardest words to spell, which may be cut down to fifteen, or increased to twenty-five, if necessary.

THE ARLO BOOKS

READING INTERPRETATION EXPRESSION

My dear Mrs. Cobb,

I know you will be interested to know what happened to the copy of PENNIE which you gave me at the N. E. A.

I have a second grade class this year, one section of which actually eats up reading matter so fast that I can hardly keep it supplied.

I took the copy of PENNIE to them and said to the teacher, "I think your children will enjoy this. You may have them read it aloud to each other if you wish." She sent it back to me today with an apology, because it seemed so much worn, because as she said, every time it was possible, a boy or girl, after finishing his work, would quietly slip up to her desk and borrow PENNIE, they loved it so. She feared they would almost read it to pieces.

Her fears were groundless. It is really in very good condition for the next class, and it simply shows how much enjoyment your book gave them.

Is it on the authorized list? If so I wish to order some at once. and if not, I wish to send in a requisition to have it placed upon the authorized list. Thank you in the name of the children for the pleasure you gave them.

Yours cordially,
(Signed) Gertrude E. Bigelow,
Principal, Hancock School,
Boston, Mass.

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Chinese Leaders Educated in United States

Chinese students educated in American universities, some of them even born in the United States, have taken over almost completely the administration of the Southern rim of China, throughout territory embraced by the Canton government. The Canton group controls a population of about 37,000,000 persons, and is now by far the most influential body in South China. The body of young administrators, averaging in age about thirty-five years, comes from many universities in the United States. The recognized head of the government and commander of the army is General Li Chai-sum, a returned student from Japan, whose son is attending the University of California and whose daughter enters an American school next September. Tang Shao-yi, one of the first Chinese students to go to America, exerts a powerful influence in Chinese circles. The commissioner for foreign affairs, Chu Chao-hsin, is a Columbia University graduate. His predecessor, Chen Ching-lok, is a Harvard graduate. Lok Men-lung, chief justice of the provincial high court, acquired his legal training in the United States. The commissioner of industry, Li Lok-taao, was born in San Francisco. And there are many others.

Visual Education In Detroit Schools

Films were used in seventy-six elementary schools, nine intermediate schools and seven high schools in Detroit as part of the visual-education work during the school year 1926-27. Three thousand miles of educational films were used, seventy reels were added to the library and 2,000,000 feet of films were inspected by the department of visual education. During the year fifty motion picture screens, ten luminex screens, ten opaque projectors and forty stereopticons were purchased and installed. Slides to the number of 130,000 from the department library were used in the schools.

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Labor Library At Wisconsin

An extensive labor library is maintained by the University of Wisconsin. Frequent contributions are made by graduates ot the university. The library is growing by the addition of labor newspapers, original manuscripts of labor leaders, current bulletins of trades-unions and other organizations, theses on labor questions, and the like.

Urges Profitable Hours of Leisure

Training students to employ profitably their hours of leisure as well as to earn a livelihood, is the problem facing education of the future, President Thomas S. Baker of the Carnegie Institute of Technology in Pittsburgh observes in his annual report to the Board of Trustees. The increasing mechanization of our manner of working and living has the effect of shortening the working day and increasing the amount of leisure at the disposal of the individual, he points out in presenting his theory. "It seems inconsistent with the present strenuous mood of the busy American to think of education for leisure," he admits, "but the soundness of this principle will become more obvious as time goes on."

Comforts Hold Foreign Students

Foreign students who come to America for an education, intending to return and give their countrymen the benefit of their greater enlightenment, must steel themselves against the blandishments of the new country, declares Irene A. Gant, in this country from Monrovia, Liberia. Miss Gant, a graduate of the College of West Africa and for eleven years a teacher there, came to the United States to absorb its ways and better qualify herself for her task back home. She is ready to leave now, but in contrast a fellow Liberian, a young man, is loath to go back.

Students Fly For Senior Theses

To carry out a classroom assignment two students, both seniors in the Daniel Guggenheim School of Aeronautics of the College of Engineering of the New York University, will fly from New York to Chicago to survey air lines for their senior theses. This is believed to be the first time among American college students that a flight of this kind has been undertaken for classroom purposes. While flying to Chicago by way of Cleveland the students will study weather conditions, airport facilities and airways. A day or two will be spent in Cleveland and in Chicago, where they will visit the hangars and study the airport conditions. The survey will be made from the viewpoints of safety and insurance. All the factors of safe flying will be included in the report of the students.

Another International Compact in Education

By an agreement signed between the University of San Marcos and the University of Paris, a Franco-Peruvian university is established which looks toward helping the students of each country in the other, toward spreading a knowledge of each country in the other, and toward a system of exchange professors, according to Pierre de L. Boal, American charge d'affaires ad interim, Lima, Peru.

Child Health Supervised

Supervision of the health of children from birth to five years of age, as well as during the school period five to fourteen years, has been brought about in Middlesborough, a manufacturing and seaport town in Yorkshire, England, through co-operation of the education committee and the child welfare committee.

Duchess Praises School System

American educational methods were praised recently by the Duchess of Atholl, Parliamentary Secretary of the British Ministry of Education, who has just returned from the United States. The Duchess declared she was greatly impressed by the interest taken by the pupils and especially by the tremendous pains taken by the authorities to study the aptitude and tastes of children who did not fit easily into the ordinary curriculum. The Americans certainly had gone further ahead than the English in varying their curricula, she said, and the American system of continuation schools also seemed more advanced and more effective than the British.

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TREND OF THE TIMES

MARRIED WOMEN, between the ages of twenty and forty-four, gainfully employed in the United States at present number 2,000,000, according to Miss Mary Anderson, director of the Women's Bureau of the Department of Labor. These figures are from the 1920 census.

TOTAL STOCK of monetary gold held by Governments, central banks and similar institutions throughout the world at the end of 1927, the latest date for which comprehensive figures are available, appears to have been not less than $9,475,000,000, and to have shown an increase for the year of at least $300,000,000, according to the Federal Reserve Bank. The United States lost $100,000,000 in monetary holdings during the year.

FEWER SPEECHES are being mailed to "folks back home" by members of Congress. This was revealed by William Page, clerk of the House of Representatives, who was questioned by Representative E. T. Taylor, Colorado, concerning a legislative appropriation bill. Mr. Page believes that congressmen are using radio to a greater extent instead. Mr. Taylor said his theory was that "the people do not read the speeches."

WHEN BREMEN reached America the number of aviators who had successfully braved the dangers of flying across the Atlantic ocean reached a total of 120. Recapitulation runs something like this: Alcock and Brown in 1919; the British dirigible R-34, with a crew of 31; the German ZR-4, with 34 men, in 1922; then Lindbergh; Chamberlin and Levine; Byrd, Balchen, Acosta and Noville; and Brock and Schlee; six South Atlantic fliers; the crew of the NC-4, which landed in the Azores, and the American 'round-the-world-fliers.

HANDS and physical capabilities of workers having been adjusted to the tasks of a mechanical age, the next most pressing problem of industry is to adjust minds to work; to remove the curse of monotony and routine that generally accompanies the use of automatic machinery. The old point of view was that the longer the worker toiled, the more work he accomplished. "More work in less time" is the slogan of mass production, which has quickened the development of industrial psychology to study the worker and his mental attitude toward his daily task.

MARINES in Nicaragua from May 4, 1927, to April 16, 1928, cost $3,536,000, or $1,530,170 more than the $2,006,130 which the cost at home stations would have been, according to Secretary of the Navy Wilbur in reply to a Senate resolution asking for information. Secretary Wilbur said a total of twenty-one Marines had been killed or died of wounds and forty-five were wounded, but not fatally.

MATERIAL INCREASE in the per capita expenditure for public welfare is noted by the Department of Commerce. The costs for the operation and maintenance of the departments for the conservation of health, for sanitation and for charities, general hospitals, and institutions for insane in the 250 cities of more than 30,000 population in 1926 amounted to $242,437,925. This is equivalent to a per capita of $5.79. For the 213 cities having more than 30,000 population in 1916 the per capita cost was $3.

CHIMPANZEES are to be used in the research into the socially maladjusted and criminal human, and the program may call for the establishment of a biological station in Florida or Cuba so that these apes may be bred and raised in surroundings approaching their natural home in the tropics, the Medical Board of the Neurological Institute has announced. Two million dollars will be spent on the project.

EUROPEAN co-operation is still imperfect: Britain, France and Germany have called a conference to discuss how to overcome plague of rats; Italy, meantime, has begun a crusade to reduce her surplus cats.

BLOND BABY GIRLS are the favorite brand according to Miss Helen Baxter, who is in charge of adoptions for the Children's Aid Society in New York City. The demand for all kinds of babies far exceeds the supply, she said. Last year the society received nearly 800 applications, but was able to supply only 249 children. Monday is the busiest day and December the busiest month, she said.

FRENCH SCIENTIST claims to have discovered a mosquito which does not like the blood of humans and when introduced into a locality tends to drive out the "man-eating" type. He recommends this as an additional method of fighting the much-hated mosquito.

LIFE INSURANCE returns show that 1927 was probably the healthiest year yet recorded in this country. The ratio of deaths to each 100,000 insured was about fifty-five less than in 1926.

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The BOOK TABLE

THE CLASSROOM TEACHER. Edited by Milo B. Hillegas, William C. Bagley and Thomas H. Briggs. Twelve volumes. Each volume contains 550-650 pages. Published by The Classroom Teacher, Inc., 104 South Michigan Avenue, Chicago.

This is a wholly new attempt to provide teachers in service with a complete equipment of advice regarding everything needed by teachers of elementary and junior high schools.

In the introduction Dean William F. Russell, Teachers College, New York, says: "What the American classroom teacher needs is a complete exposition of the American school, its management, its life, its curriculum, and the best that we know of how to teach it. We need a balanced treatment, scientifically accurate and in good taste."

There has been no other attempt to do on a large scale what has been done by the Classroom Teacher.

In these twelve volumes sixty-four well-known writers specialize on various elementary and junior high school subjects and the treatment of every subject has been especially prepared. Each article is written with the special purpose of helping teachers now in service and those who are preparing for the profession of teaching. The articles deal with accounts of actual experiences that have been tried out and found to be successful in classroom practice. The twelve volumes are arranged by subjects. Volume 1 deals with matters of general interest to all grades; volumes 2, 3, 4 and 5 cover the primary grades and provide ways and means of solving the problems that young teachers face; volumes 6, 7, 8 and 9 are devoted to the intermediate grades; volumes 10, 11 and 12 deal with the junior high school problems and the solution thereof.

The editor-in-chief of this unique and up-to-the-minute work, Milo B. Hillegas, Teachers College, New York, is an expert in gathering material, in classifying and presenting it effectively, and he and his associates have devoted themselves wholeheartedly to the creation of The Classroom Teacher. In the introduction Dr. Hillegas says that the aim of this work is "to bring about a unity in the classroom such as our modern conception of good teaching demands."

The publishers have spared no expense in presenting the material in attractive form. There are more than fifteen hundred illustrations, and color plates are used in vast numbers. No set of books on education has ever presented a fractional part as many charts and diagrams. Mathematics alone has 322 charts, games and projects. Elementary science has 500 half-tones and color plates. Primary literature has 143 half-tones and color plates.

This is merely a hint at the vast array of material such as has never before been gathered together and at the skill and art used in the arrangement thereof.

THE VOCATIONAL GUIDANCE OF COLLEGE STUDENTS. By Lewis Adams Maverick, Los Angeles. Cloth. 251 pages. Cambridge, Mass.: Harvard University Press.

Vocational guidance is generally accepted as indispensable in high school and college, and it is not generally appreciated that vocational guidance should be *organized*. In the very nature of the situation it has often been left to whoever is sympathetic with young people, which is indispensable, but whose fitness for such guidance has no other qualification. Today vocational guidance requires a higher range of intellectual ability than any other department in the high school. It requires the most extensive knowledge of industrial, commercial and professional needs, and the most reliable estimate of a student's physical and mental abilities, experience and tastes, temperament and character.

Mr. Maverick's book deals with all phases of the problems involved, especially in guiding college students into a successful use of their college training.

THE UHL-HATZ PRACTICE LESSONS IN ENGLISH. Pupils' Edition. By Willis L. Uhl, University of Wisconsin, and Luzia E. Hatz, Milwaukee. Paper, 8 by 11 inches. New York: The Macmillan Company.

The learning of English today is as far removed from the way that any one learned it in school even twelve years ago as a cash and carry store is from the charge and delivery store of a few years ago.

The sentence and paragraph writing of other days was estimated by its appreciation of the teacher. It was not written to interest the writer. The only market for efficient school English was the estimate a critical teacher would place upon it.

This is radically changed in the modern teaching of English, and can only be effectively taught by use of tablets whose leaves can be removed and filed appropriately by pupil or teacher. The aim of good school English is to write something that is marketable somewhere with some one in real life.

These Practice Lessons, prepared by Willis L. Uhl and Luzia E. Hatz, skilfully meet the new demand in effectively learning English.

MODERN ELOQUENCE. Fifteen Volumes. By A. H. Thorndike, editor-in-chief, and Brander Matthews, chairman of Advisory Editorial Board. Type, paper and binding appropriate. Modern Eloquence Corporation, 1 Park avenue, New York.

This wonderful Encyclopaedia of Eloquence has practically everything that has made history on the platform by statesmen, preachers, lawyers and other orators. There is no subject upon which anyone is likely to care to speak that is not treated by some famous orator. For instance there are After-Dinner Speeches by forty-four famous men and women. Addresses on Public Affairs by fifty eminent Americans. There are addresses by more than 400 able public speakers on vital issues in a brilliant and virile way.

What is much more to the point as a book for a school or private library, for a business, editorial or literary office it is elaborately indexed and cross-indexed so that it is ready for immediate use when needed.

An interesting side light is the fact that this is an age of debating, and thousands of students in high schools, colleges and universities are striving for oratorical prizes, and these fifteen indexed volumes meet their needs ideally.

Books Received

"The Nation's History." By Arthur R. Leonard and Bertha E. Jacobs. New York: Henry Holt and Company.

"Elements of Rural Sociology." By Newell L. Sims. New York: Thomas Y. Crowell.

"The Smedley and Olsen New Second Reader." By Eva A. Smedley and Martha C. Olsen. Chicago, Ill.: Hall and McCreary Company.

"Modern French Writers." By Charles Huguenin.—"Baron Munchausen's Narrative," assisted by Steven T. Byington.—"Materials and Methods in the Middle Grades." By Joseph L. Henderson.—"School Posture and Seating." By Henry E. Bennett. Boston, Mass.: Ginn and Company.

"The Story of a Bad Boy." By Thomas Bailey Aldrich. Philadelphia: The John C. Winston Company.

"The New Leaven." By Stanwood Cobb. New York: The John Day Company.

"Numberland." By Ina M. Hayes, Charles S. Gibson, George R. Bodley.—"Learning Exercises in Food and Nutrition." By Anna Belle Robinson and Florence J. King.—"New Physiography." By Albert A. Arey, Frank L. Bryant, William W. Clendenin, William T. Morrey. Boston, Mass.: D. C. Heath and Company.

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GRINS BETWEEN GRINDS

Hard Jolt Coming

"How about shock absorbers?" asked the man who was buying a cheap car.

"We can put some on," said the salesman.

"No," said the purchaser. "But I'd like to have one sent to my wife in advance—she expects a limousine."—Boston Transcript.

That's So!

"Which is the way to Ottawa, my lad?"

"I—I don't know."

"Which is the way to Topeka, then?"

"I—I don't know."

"Well, can you tell me how to get back to Witchita, then?"

"I—I—I don't know."

By this time the drummer was quite impatient and said to the boy: "Say, you don't know very much, do you?" to which the lad retorted:—

"No! But—but I ain't lost!"—Judge.

Conquered

A student who could not sound the letter "r" was given the following sentence to read: "Robert gave Richard a rap in the ribs for roasting the rabbit so rare." He studied it in silence a minute, then glibly rendered it as follows: "Bobbie gave Dick a thump in the side for cooking the bunny so little."—Orange and Gray Tattler (Hine).

Peerless

The children were playing a new game called "trial and murder." Little Johnnie, the ringleader, was assigning the parts.

"I'll be the murderer," he said, "and you, Tommy, can be the man that gets killed. Jane can be his wife. But how about Sarah? She's too little to know anything. Oh, I know, she can be the jury."—Life.

A Tall Price

Pat—"What be your charge for a funeral notice in your paper?"

Editor—"Fifty cents an inch."

Pat—"And me poor brother's over six feet!"—New York Central Magazine.

The Shocking Truth

Nervous Employer—"Robert, I wish you wouldn't whistle at your work!"

Office Boy—"I ain't working, sir. I'm only whistling."

Easily Settled

Sam—"When 're you going to pay that $8 for pasturing your heifer? I've had her now for about ten weeks."

Hiram—"Why, Sam, the critter ain't worth more'n $10."

Sam—"Well, sposin' I keep her for what you owe me?"

Hiram—"Not by a jugful. Tell you what I'll do. You keep her two weeks more an' you can have her."—Capper's Weekly.

Doctor Bills Do That

Magistrate—"You are accused of drunkenness in Dr. Waite's office. Are you guilty or not guilty?"

Defendant—"Not guilty, your honor. I called at the doctor's office to see how much I owed him, and the bill staggered me."—Capper's Weekly.

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What the Public Wants to Know

A school superintendent who is keeping the city with him educationally is forced to do much publicity work. The idea of the "past age" superintendents in publishing an annual report at the close of the school year and filing it away in his office and sending a copy to the state department of education and a few copies to leading colleges is at the present time antiquated and practically worthless. The present age wants readable material when it transpires.

The public schools can no longer procure more money without letting the public know what the money is being spent for. The times demand short "newsy" accounts of different phases of the school. All articles going into the annual report except a few statistics should be printed in the local papers in as interesting and as readable form as the superintendent can make them. At the close of the school year he should be able to compile his report from the printed articles.

A live superintendent is always surveying his schools, checking up on their work, finding out the good in his school systems, and occasionally discovering a few weak "spokes" which should be extracted and replaced by more modern and up-to-date "spokes." In the survey of his school system the question is often asked: What facts should be dealt with, what fields should be explored? Both fields of surveying and publicity can be adequately dealt with in one study. A survey when well done will be the annual report except a summary of the year's work.

Articles interestingly written, printed weekly in the local papers, preferably the Sunday edition, on one of the subheads listed below describing what is taking place in the school system create a favorable public opinion under the most critical circumstances. The facts which the citizens of a community would like to know either from the survey work of the schools or from the so-called annual report fall under the following heads and subheads which should be printed weekly for public consumption.

FACTS WHICH CITIZENS WOULD LIKE TO KNOW ABOUT THEIR SCHOOLS.

I—SCHOOL FINANCE

1. How does the school get its money?
2. How is the school dollar distributed among the various school departments?
3. Why has school cost risen enormously in the past ten years?
4. Are the schools conducted economically?
5. How does the cost compare with other comparable cities in current expenses, capital outlay per child, etc.

II—CHILD ACCOUNTING

1. Are the children making moral progress through school?
2. What per cent. of the pupils withdraw from school, cause of withdrawals compared with other cities.
3. What per cent. fail to be promoted, how does the per cent. of non-promotion compare with non-promotion in other comparable cities?
4. What per cent. of pupils finish high school, how does the per cent. compare with the per cent. in other comparable cities?
5. Are all the children who should be in school in school?

III—INSTRUCTIONAL STAFF

1. Experience, qualification, sex distribution of teachers in comparison with other comparable cities.
2. How are the teachers employed and to what extent is the job open to political influences and favoritism?
3. How do the salaries of teachers compare with the salaries paid in other comparable cities?
4. How efficient is the staff compared with other comparable cities measured by school standing in each?
5. Are there too many supervisors and supervising principals?

IV—CURRICULUM

1. To what extent is the curriculum meeting the needs of the community?—the needs of boys and girls?
2. What are the requirements for graduation from high school?
3. To what extent are provided extra school activities?
4. What are the subjects offered in the evening school, continuation school?
5. At what age should the curriculum begin vocational training?

V—HEALTH

1. Are the buildings properly lighted, well ventilated, scientifically heated, scrupulously sanitary, and located in wholesome atmosphere?
2. Are the children cared for in regard to remedial diseases especially?
3. Is the board exacting as to the health qualifications of the teachers?
4. Are the playgrounds large enough for good wholesome play?
5. Fire preventers and fire protection adequately cared for?

VI—BUILDING AND BUILDING PROGRAM

1. Are the buildings up to the standard—in floor space, lighting, heating and ventilation?
2. Are the buildings modernly equipped?
3. What new buildings are needed where located to make the city a modern up-to-date city in school buildings?
4. Has every child of school age

(school attendance) a seat in the public school?

5. What is the city's financial capacity to meet its building needs?

VII—ADMINISTRATIVE ORGANIZATION

1. Is the best method of selecting the school board used?
2. What should be the relation in regard to function between the school board and the superintendent?
3. What is the cause of so many failures in the school due to?
4. What are the educational needs of the community?
5. Who should compose the superintendent's staff?

VIII—RECORDS AND REPORTS

1. What is the need of so many records and reports?
2. Are the census reports continuous?
3. Are the grades of the children complete and continuous?
4. Are the health reports accurate?
5. Are the attendance officers' reports carefully made out and filed for future reference?

IX—BUSINESS ADMINISTRATION

1. Does the city spend its school money wisely?
2. Is the business of the school being handled efficiently?
3. When should a city go in debt for schools?
4. Is a budget made out for the schools?
5. How does the unit cost compare with other comparable cities in instruction, administration, supervision, capital outlay, maintenance, and operation?

X—MEASURING EFFICIENCY OF INSTRUCTION

1. What per cent. of grade pupils enter high school, what per cent. graduate from high school, and what per cent. enter college?
2. How do the pupils rank on achievements tests with similar grade pupils in other comparable cities?
3. What is the holding power of the school in comparison with other comparable cities?
4. To what extent do teachers' marks measure accurately the work of the school?
5. To what degree is educational and vocational guidance used in the school?

C. V. Compton.

Union City,
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